



**MURRAY**  
STATE UNIVERSITY

**College of Education  
and Human Services**

**HEALTH AND PHYSICAL EDUCATION:  
CERTIFICATION (GRADES P-12)  
BACHELORS OF SCIENCE AND BACHELORS OF  
ARTS DEGREE**

**PROGRAM SUBMISSION  
SEPTEMBER 2015**

Murray State University Academic Bulletin 2015-2016  
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16 KAR 2:010

PGM Codes:  
Health: 23 and 3896  
Physical Education: 40 and 3906

The content courses in this program are used for transcript reviews for entrance into our Alternative Certification Option 6 Program. PGM Codes: 154 and 1845

## **Executive Summary**

### ***Theme of the Unit***

The mission of the College of Education and Human Services is the preparation of leaders for successful careers that positively impact communities as advocates and practitioners, through student-centered, authentic, and engaging academic programs. The college envisions being recognized for producing graduates who foster excellence in their communities. The college's education programs support that mission and vision by ensuring candidates exemplify the knowledge, skills, dispositions, leadership qualities, and decision-making skills necessary to serve as effective educators in their communities. The goal of the college's educator preparation program is to produce candidates who demonstrate the characteristics of a Murray State University graduate, the proficiencies delineated by Kentucky Teacher Standards and the knowledge required by learned societies. "Educator as a reflective decision-maker" is the unit's theme. Undergraduate candidates demonstrate professional dispositions throughout their course work, field experiences, and student teaching. Murray State University candidates will become educators who are inclusive, responsible, enthusiastic, caring, confident, and ethical. Graduate candidates exhibit the same dispositions while developing their capacity as teacher leaders who foster excellence in their classrooms, schools, districts, and communities.

### ***Unique Features***

Murray State University (MSU) has long recognized teacher preparation as a major institutional focus. Established in 1922 by the Kentucky General Assembly as Murray State Normal School, the institution was renamed Murray State College in 1948 and achieved university status in 1966 as Murray State University. This tax-supported residential comprehensive university is composed of the Hutson School of Agriculture, School of Nursing and Health Professions, and four academic colleges: College of Education and Human Services, Arthur J. Bauernfeind College of Business, College of Humanities and Fine Arts, and Jesse D. Jones College of Science, Engineering and Technology. The university fosters an exciting and challenging learning environment by emphasizing student-centered learning and educational experiences; preparing graduates to succeed in a culturally diverse, technologically oriented society; developing collaborative relationships with alumni and community constituents; promoting international education; and academic outreach.

MSU serves an 18-county region in the heart of the Jackson Purchase area of Western Kentucky. In fall 2015, the university's enrollment was 10,614 students. MSU has the highest graduation rate (53.1%) and the highest retention rate (72.4%) of among public comprehensive universities in the Commonwealth. Murray State University has consistently been ranked among the top Southern regional and liberal arts colleges in the *U.S. News & World Report's* annual

publication, *America's Best Colleges* and has been listed in Kiplinger's *100 Best Values in Public Colleges*. Senior Surveys indicate that students are positive about their overall education as well as their chosen major in teacher education at Murray State. The Southern Association of Colleges and Schools (SACS) has continuously accredited Murray State since 1928.

Until July 2014, the College of Education departments were: Adolescent, Career and Special Education; Early Childhood and Elementary Education; and Educational Studies, Leadership and Counseling. During a summer 2014 university-wide academic reconfiguration, the College of Education transformed into the College of Education and Human Services (COEHS). The Department of Community Leadership and Human Services and the Center for Communication Disorders joined the unit. Please reference the COEHS organizational flowchart at <http://coekate.murraystate.edu/ncate/st/general.htm>.

COEHS is a member of the American Association of Colleges for Teacher Education (AACTE), Teacher Education Council of State Colleges and Universities (TESCU) and is accredited by the National Council for the Accreditation of Teacher Education (NCATE). Initial accreditation from NCATE was received in 1954. Murray State University has actively pursued and maintained NCATE accreditation for its teacher preparation program. In fall 2016, the unit will seek Council for the Accreditation of Educator Preparation (CAEP) accreditation.

Several unit programs are provided at extended regional campuses in Henderson, Hopkinsville, Madisonville, and Paducah. Candidates can earn undergraduate degrees in elementary education, middle school education, learning and behavior disorders, and interdisciplinary early childhood education. Each semester, the unit hosts an extended campus team session to share unit initiatives, provide professional development, and host course instructional team meetings. All instructors teaching the same course at all sites meet to create a common vision for their course, design common course assignments and assessments, and discuss ways to ensure a consistent, quality course delivery at all sites.

### ***Rationale for the Program***

Health and Physical Education is a very rewarding career designed to prepare teachers to help youngsters become healthy and physically active for a lifetime. With our nation's renewed focus on health and fitness and the challenge of childhood obesity, schools are targeting physical activity, wellness, safety in sports and learning through movement. Our blended health and physical education undergraduate program prepares graduates for certification as P-12 health and physical education teachers to meet these needs.

### ***Admission and Exit Requirements***

Continuous assessment procedures are used to document and systematically monitor candidate progress throughout the education program to ascertain candidates' proficiency in the Kentucky Teacher Standards. Checkpoints provide data to facilitate faculty's efforts to make

recommendations for improvement, remediation, or candidates' continuance in the program. To become admitted to the teacher education program, candidates must meet these requirements:

- Attend an admission to teacher education orientation.
- Pass all portions of the CASE exam.
- Earn an overall undergraduate GPA  $\geq 2.75$  on a 4.0 point scale.
- Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$ .
- Earn a "B" or higher in the following courses: ENG 105, MAT 117 (or higher), COM 161, EDU 103 (or equivalent).
- Receive their advisor's recommendation to continue in the program through the interview process.
- Review and declare they will adhere to the Professional Code of Ethics for Kentucky School Personnel.
- Submit an official application to Teacher Education Services.

To be admitted to student teaching, candidates must be admitted to teacher education and meet these requirements:

- Attend an admission to student teaching orientation.
- File a formal application with Teacher Education Services two semesters prior to the student teaching term.
- Demonstrate teaching ability in field and practicum experiences.
- Complete 200 hours of field experiences and legislated components.
- Maintain a GPA  $\geq 2.75$  in overall coursework, professional education coursework, and major or area(s).

To begin student teaching, candidates must have senior, post-bac, or graduate status and have completed all major courses and specialty areas. In addition, they must meet these requirements:

- Complete all required professional teacher education courses with GPA  $\geq 2.75$ .
- Provide documentation of a current physical exam and a TB risk assessment.
- Obtain a criminal records check.
- Complete all PBIS modules.
- Supply TES with any required information.

To be recommended for initial certification, candidates must successfully complete student teaching and program requirements. They must earn passing scores on relevant *PRAXIS* specialty area tests and the *Principles of Learning and Teaching* exam. Because teacher certification requirements are subject to change, students who are registering for the tests need to refer to the Education Professional Standards (EPSB) website at [www.kyepsb.net](http://www.kyepsb.net) for current requirements.

## ***Modes of Delivery***

Course work is delivered through multiple venues: traditional (face-to-face), hybrid (part traditional, part online), interactive television, and online. Candidates can earn undergraduate teacher education degrees at Murray State University.

## **Conceptual Framework**

All teacher certification programs at Murray State University share the same conceptual framework. This document is available at [http://coehsnet.murraystate.edu/program\\_submissions/](http://coehsnet.murraystate.edu/program_submissions/).

## **Continuous Assessment**

All teacher certification programs at Murray State University share a continuous assessment plan. This document is available at [http://coehsnet.murraystate.edu/program\\_submissions/](http://coehsnet.murraystate.edu/program_submissions/).

## **Program Experiences**

### **A. Courses and Experiences**

The Health and Physical Education program supports the College of Education and Human Service's theme by nurturing individuals to become reflective decision-makers. Reflection is the focus of course activities and is the primary means by which candidates integrate course experiences with Kentucky Teacher Performance Standards (KTS), College of Education and Human Services Dispositions and the candidates' own experiences, values, and beliefs about education.

At the program's beginning, candidates are asked to reflect upon their own values and beliefs about education and seek integration of those with the COEHS Dispositions through assignments such as philosophy statements, growth plans, field work and other reflective assignments. This process continues as candidates develop portfolio items to reflect their growth and understanding of educational principles leading to the program's end with the eligibility portfolio as a summative evaluation of their knowledge and demonstration of their skills according to Kentucky Teacher Performance Standards. Throughout, program coursework is designed to require planning and reflecting at increasing levels of expertise. The health and physical education program faculty teach concepts, principles, theories, standards, and research related to evidence-based practices in health and physical education curriculum, and assessment. The pedagogy coursework models the use of active instructional methods, real-life applications, and cognitive strategies to stimulate learning and provide motivation for the P-12 learner. Along with a strong component of content knowledge in the areas of certification, the program is designed to integrate theory into practice with field experiences scheduled as an integral part of methods courses. As program policy, candidates follow curriculum guidesheets and RACR audits (a

university advising program tool), and confer with advisors to help them monitor their personal progress and prepare them for the continuous self-assessment required of professional educators.

At admission to teacher education, candidates are interviewed by faculty and asked to respond about the COEHS dispositions and the Kentucky Code of Ethics. The Kentucky Code of Ethics is presented three additional times to candidates - during orientations to teacher education and student teaching and during the student teaching interview. The Kentucky teacher performance standards are integrated throughout core courses and methods courses. Candidates are introduced to the standards in early coursework where they gain knowledge of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied in lesson plans and other instructional activities. At the end of the program, during extended practicum and student teaching, candidates are evaluated for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional knowledge in the discipline.

### ***Code of Ethics***

Teacher candidates read and examine the *Professional Code of Ethics for Kentucky School Personnel* when they attend an admission to teacher education orientation. They sign the *Declaration of Eligibility* to attest they (1) understand the standard for personal and professional conduct expected of a professional educator; (2) certify they have read, examined, and understand the *Professional Code of Ethics for Kentucky Certified School Personnel* and agree to abide by its terms during the course of preparation and careers as professional educators; and (3) affirm and declare that all information they give is true, correct, and complete to the best of their knowledge. This is one of the requirements for admission to teacher education.

Once the *Declaration of Eligibility* has been completed and signed, if the attestation changes during the time of participation in the teacher education program the Director of Teacher Education Services must be notified immediately and a new declaration must be submitted. Teacher candidates re-examine the *Professional Code of Ethics for Kentucky School Personnel* during the admission to student teaching orientation. They submit an updated *Declaration of Eligibility* at the conclusion of this orientation. Once candidates have completed all program and certification requirements, they submit a CA-1 application for Kentucky Certification. The application includes a section entitled *Character and Fitness*. By signing the form, candidates attest they have abided and will continue to adhere to the *Professional Code of Ethics for Kentucky School Personnel*.

### ***Teaching Reading and Writing Skills***

Candidates enhance their personal literacy skills by successfully completing two *Oral and Written Communication* university studies courses, ENG 105 *Critical Reading, Writing, and Inquiry* and COM 161 *Introduction to Public Speaking*. Furthermore, they complete six hours of Historical, Literary, and Philosophical university studies courses, CIV 201/202 *World*

*Civilizations I/II* and HUM 211 *The Western Humanities Tradition*. They further refine their writing skills by completing the unit’s writing-intensive student teaching semester. Furthermore, candidates demonstrate writing proficiency by passing the writing portion of the *Core Academic Skills for Educators* exam. With these literacy skills in place, candidates are trained how to develop the reading and writing skills of students in their future classrooms.

***Field Experiences***

As per 16 KAR 5:040 legislation, Kentucky teacher candidates are required to complete a minimum of 200 clock hours of field experiences prior to student teaching. Candidates participate in varied activities in P12 school settings. Activities include engaging a diverse student population, observing in schools and related agencies (e.g. Family Resource Centers or Youth Service Centers), tutoring, interacting with families of students, attending school board and school-based council meetings, participating in a school-based professional learning community, and assisting teachers or other school professionals. Candidates record field experience hours and activities on the *LiveText Field Experience Module* system and the *Kentucky Field Experience Tracking System*. Course instructors, cooperating teachers, and university supervisors confirm candidates’ participation. The unit provides training, video clips, and step-by-step directions to facilitate candidates’, instructors’ and cooperating teachers’ recording efforts. The following table delineates this program’s field experiences.

**Health and Physical Education Field Experiences**

<b>Course</b>	<b>Field Hours</b>
<b>EDU 103</b>	<b>7 hours</b>
<b>EDP 260</b>	<b>7 hours</b>
<b>EDU 303</b>	<b>6 hours</b>
<b>EDU 403</b>	<b>3 hours</b>
<b>EDU 405</b>	<b>2 hours</b>
<b>SED 300</b>	<b>7 hours</b>
<b>SEC 420</b>	<b>57 hours</b>
<b>SEC 422</b>	<b>118 hours</b>

### ***EPSB Themes***

Effective educators need to be equipped with the knowledge, skills, dispositions, and decision-making skills necessary to address the needs of a diverse student population. Therefore, the Kentucky Education Professional Standards Board has identified four important themes (diversity, assessment, literacy, closing the achievement gap) to be integrated throughout candidates' academic course work. Coded according to categories in Bloom's Taxonomy, the Themes may be discussed at the knowledge level (K), they may be applied (A) as part the design of course assignments, or they may be evaluated (E) as a critical design element in the development course assignments. Furthermore, the unit's theme of *Educator as a Reflective Decision-Maker* is emphasized throughout candidates' program preparation. The *EPSB Themes for Health and Physical Education Core Courses* table depicts the degree to which these themes are addressed in multiple courses.

### **EPSB Themes for Health and Physical Education Core Courses**

EPSB Themes	Diversity	Assessment	Literacy/ Read	Closing Gap
Core Courses				
EDU 103 Introduction	A	K		A
EDU 303 Strategies	K	K	K	K
EDP 260 Development	A			
EDU 403 Foundations	A	A		A
EDU 405 Assessment	E	E		A
PHE 400 Strategies		E		
HPE 409 Assessment	E	E		A
PHE 304 Special Edu.	A			A
HPE 459 Methods		A		
SEC 420 Practicum		A	K	A
SEC 421/422 Student Teaching	E	E	E	E
K – Knowledge, A – Application, E – Evaluation				

## *Health & Physical Education Content Course Descriptions*

**HPE 175 Foundations of Health and Physical Education (3).** Designed to provide an overview of health and physical education. This will examine the scope, history, philosophy, aims and objectives of health and physical education programs as well as career opportunities in the field. Prerequisite: permission of the program coordinator.

**HPE 360 Teaching Strategies in Sex Education (3).** This course is designed to address comprehensive sex education in schools, including human sexuality, sexual anatomy, and physiology; sexual arousal and response; sexually transmitted diseases including HIV/AIDS; contraception; conception; pregnancy; gender roles; sexual communication; love and intimacy; behaviors and relationships; and sexual victimization. Prerequisite: permission of the program coordinator.

**HPE 370 Teaching Substance Abuse Education (3).** This course is designed to address comprehensive drug education programs in school and community settings which include drugs, violence, and wellness; factual account of drugs; alcohol, tobacco, and well-being; prevention and treatment of drug abuse; and instructional strategies. Topics covered in this course will include promotion of responsible and healthful behavior; drug actions and reactions; stimulant, sedative-hypnotic, and narcotic drugs; marijuana, hallucinogens, inhalants, over-the-counter, and prescription drugs; anabolic steroids; alcohol; tobacco; prevention and treatment of drug abuse; drug education curriculum. Prerequisite: HPE 175 and permission of program coordinator.

**HPE 409 Evaluation and Assessment in Health and Physical Education (3).** Basic statistical techniques and paper/pencil testing methodologies applicable to health and physical education plus other physical and mental testing techniques commonly employed in these fields. Various physical and skill tests will be covered. Field experiences required. Prerequisite: HPE 175.

**HPE 450 Teaching Strategies in Health Education (3).** This course is designed to address comprehensive school health education. Topics covered include the health status of children, adolescents and young adults; Healthy People 2020; school health services; school health education; program goals and objectives; and instructional strategies. Content covered in the school health education program: mental/emotional health; life skills; family and relationship skills; human sexuality; growth and development; nutrition; personal fitness; substance use and abuse; diseases and disorders; consumer health; safety and injury prevention; and community and environmental health. Prerequisite: HPE 175 and permission of program coordinator.

**PHE 200 Health Implications for HPE Professionals (3).** Course is designed to cover health-related issues that are encountered by physical education/health teachers which include, but are not limited to: disease transmission, effective communication, illegal, prescription, and over-the-counter drug abuse, and misuse, as well as the abuse of alcohol consumption; eating disorders;

risk management/liability issues associated with K-12 athletes; head injuries; performance enhancing drugs; and mental health. Prerequisite: permission of program coordinator.

**PHE 205 Lifetime Activities** (3). At least four of the following sports will be taught: fitness, golf, tennis, bowling, badminton, archery and outdoor leisure activities. Prerequisite: permission of program coordinator.

**PHE 206 Team Sports** (3). To provide the prospective physical education teacher with information and skill related to at least four team sports.

**PHE 285 Football and Basketball Officiating** (2). Football and basketball rules and theories of officiating.

**PHE 289 Officiating Soccer** (1). This course is intended to prepare students for a role as a certified soccer official. Certification is optional. The student will learn the laws of the game of soccer through a United States Soccer Federation certified instructor. The format of the class will be lecture and class participation. Each class will last four hours for four nights, one night per week.

**PHE 304 Adapted Physical Education** (3). Designed to develop understanding, knowledge and skills that encompass the theory and practice in physical education programs for special populations. Field experience required. Prerequisites: HPE 175, junior or senior standing, or permission of program coordinator.

**PHE 306 Dance and Gymnastics** (3). The course is designed to provide the prospective physical education teacher with the skills necessary to teach dance and gymnastics at the elementary and secondary school level.

**PHE 310 Fundamentals of Athletic Coaching** (2). This course is designed to introduce prospective athletic coaches and physical education teachers to the theory and applied practice of athletic coaching.

**PHE 312 Coaching Football I** (2). This course will present the technique and strategy in the various styles of offense and defense. Laboratory experience will be provided.

**PHE 314 Coaching Basketball I** (2). The various systems of defense and offense in basketball will be discussed and demonstrated. Laboratory experience will be provided.

**PHE 316 Coaching Baseball I** (2). The strategy and fundamentals of baseball will be discussed and demonstrated. Laboratory experience will be provided.

**PHE 318 Coaching Track and Field I** (2). The basic fundamentals of track and field will be presented and demonstrated. Laboratory experience will be provided.

**PHE 319 Coaching Soccer (2).** This course is designed to introduce basic soccer coaching techniques. During the class students will learn various soccer practice drills, conditioning, and ball handling techniques through actual practice and lecture material. Students will have the opportunity to compare and contrast various styles of soccer, e.g. European, South American and American styles. This class will be taught once a week for two hours.

**PHE 330 Movement Concepts and Skill Themes (3).** This course is designed for future physical education teachers. This course focuses primarily on “what” to teach in the elementary school and not “how” to teach. This class focuses on understanding quality physical education that is developmentally appropriate for children. Emphasis is on the skill theme curriculum focusing on movement concepts, generic levels of skill proficiency, and skill themes. Some basic motor development, applied scientific principles for movement, and fundamental health and fitness concepts are also included in the content. Prerequisite: HPE 175.

**PHE 375 Movement Analysis for Physical Educators (4).** This course is designed to develop physical activity analysis skills in preservice physical education teachers utilizing the basic principles of physics, biomechanics, and applied kinesiology. Topics include skeletal, muscular, and nervous system anatomy; basic principles of physics and motion; and teaching principles involved in movement analysis. Three hours lecture plus two hours laboratory per week.

**PHE 400 Teaching Physical Education in the Elementary Schools (3).** Investigation, appraisal and practice of methods, techniques, and materials for development of motor skill learning in the elementary school child. Prerequisite: EDU 303 or PHE 304.

**PHE 405 Physiology of Exercise and Fitness (3).** Concepts of physiology as applied to exercise and fitness directed toward the needs of physical education teachers. Prerequisites: HPE 175, all University Studies math/science requirements, and senior standing; or permission of instructor.

**PHE 414 Coaching Basketball II (2).** An in-depth study of basketball strategy and team play, involving such areas as the fast break, team offense, team defense, presses, and special situations. Also, various teaching, communication, and motivational techniques. PHE 314 is recommended.

**PHE 416 Coaching Baseball II (2).** A review of baseball fundamentals, strategies, theories of coaching, scouting and the intricacies of offensive and defense play will be stressed. PHE 316 is recommended.

**PHE 459 Teaching Adolescent Physical Education (3).** Introduces a number of teaching methods and techniques appropriate to middle and secondary physical education. Prerequisite: HPE 175.

*Modes of Delivery for Program Content Courses*

<b>Course Number</b>	<b>Face to Face</b>	<b>On-Campus</b>
EXS 385	X	X
HPE 175	X	X
HPE 360	X	X
HPE 370	X	X
HPE 450	X	X
NTN 230	X	X
PHE 200	X	X
PHE 205	X	X
PHE 206	X	X
PHE 306	X	X
PHE 330	X	X
PHE 375	X	X
PHE 400	X	X
PHE 405	X	X
PHE 459	X	X
EDU 100T	X	X
EDU 303	X	X
EDU 403	X	X
EDU 405	X	X
EDU 420	X	X
EDU 422	X	X
SED 300	X	X
ELE 421	X	Student teaching sites
SEC 421	X	Student teaching sites

**B. Specialty Professional Association (SPA) Standards**

**Society of Health and Physical Educators (SHAPE) America**

<b>PHYSICAL EDUCATION STANDARDS</b>	<b>Courses/Activities/Assessments</b>
<b>1. The physically literate individual demonstrates competency in a variety of motor skills and movement patterns.</b>	<b>PHE 205 -Lifetime Activities, PHE 206 - Teaching Team Sports, PHE 306 - Teaching Dance and Gymnastics, PHE 330- Movement Concepts and Skill Themes,</b>

	<b>PHE 400 -Teaching Physical Education in the Elementary Schools,</b> <b>HPE 459 -Teaching Health and Physical Education (middle &amp; secondary)</b> <b>PHE 304- Adapted Physical Education,</b> <b>PHE 375- Movement Analysis for Physical Educators,</b> <b>PHE 310 - Foundations of Athletic Coaching</b> <b>PRAXIS II exams</b>
<b>2. The physically literate individual applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</b>	<b>PHE 304, PHE 330, HPE 409, PHE 306, PHE 306, PHE 400, PHE 459, PHE 310</b> <b>EDP 260</b>
<b>3. The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.</b>	<b>PHE 400, PHE 409, PHE 405, HPE 459</b>
<b>4. The physically literate individual exhibits responsible personal and social behavior that respects self and others.</b>	<b>PHE 205, PHE 206 PHE 400, PHE 304, PHE 200</b>
<b>5. The physically literate individual recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.</b>	<b>PHE 205, PHE 206, PHE 306, HPE 175, PHE 400, PHE 304, HPE 450, PHE 200</b> <b>- Health Implications for HPE Professionals</b>

<b>HEALTH EDUCATION STANDARDS</b> Joint Committee on National Health Education Standards. (2007). <i>National Health Education Standards, Second Edition: Achieving Excellence.</i> Washington, D.C.: The American Cancer Society.	<b>Courses/Activities/Assessments</b>
<b>1. Students will comprehend concepts related to health promotion and disease prevention to enhance health.</b>	<b>PHE 200, HPE 450 - Teaching Strategies in Health Education, HPE 360 - Teaching Strategies in Sex Education,</b> <b>HPE 370 - Teaching Substance Abuse Education,</b>
<b>2. Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.</b>	<b>HEA 200, HPE 370, HPE 360, PHE 405, HPE 450, HPE 175, NTN 230 – Nutrition</b>
<b>3. Students will demonstrate the ability to access valid information and products and services to enhance health.</b>	<b>PHE 200, HPE 450</b>

<b>4. Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</b>	HPE 450 – develop assessment tool in lesson plan
<b>5. Students will demonstrate the ability to use decision-making skills to enhance health.</b>	HEA 200
<b>6. Students will demonstrate the ability to use goal-setting skills to enhance health.</b>	HPE 450 – create power point presentation
<b>7. Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</b>	HEA 200
<b>8. Students will demonstrate the ability to advocate for personal, family, and community health.</b>	

### C. Kentucky Teacher Standards

The Kentucky Teacher Performance Standards are integrated throughout core courses and health and physical education methods courses as demonstrated in the table below. Candidates are introduced to the standards in early coursework where they gain knowledge (K) of the role performance standards play in becoming reflective decision-makers. As coursework progresses, the standards are applied (A) in lesson plans and other instructional activities. At the end of the program, during student teaching, candidates are evaluated (E) for each standard in an eligibility portfolio. The portfolio is independently scored by two faculty members with content and instructional skill in the appropriate content area. Regarding instructional technology, health and physical education instructors use web-based program such as Canvas to supplement and enhance face-to-face instruction. Following is a matrix that demonstrates the integration of Kentucky Teacher Standards into health and physical education coursework.

#### Kentucky Teacher Performance Standards for Health and Physical Education

Courses	KTS 1	KTS 2	KTS 3	KTS 4	KTS 5	KTS 6	KTS 7	KTS 8	KTS 9	KTS 10
EDU 103 Introduction		K (PA)	K		A		A	K	K	K
EDU 303 Strategies	A (PA)	A	A	A	A	A	A		A	A
EDP 260 Development		A (PA)			A	A			A	
EDU 403 Foundations			A		A (PA)			A	A	A

PHE 400 Strategies	E	E	E	E	E					
HPE 409 Assessment				E						A
PHE 304 Special Edu.		A (PA)						A (PA)	A	
HPE 459 Methods	A	A	K							A
HPE 370 Drug Edu.	A			A	A			E PRAXIS		A
SEC 420 Practicum	E	E	E		A					A
SEC 421/422 Student Teaching	E (PA)	E PRAXIS	E (PA)	E						
Content Courses										
PHE 375								E PRAXIS	E	
EXS 385								E PRAXIS		
PHE 200								E PRAXIS		K
HPE 360	A	A	K					E PRAXIS		
HPE 175								E PRAXIS		
HPE 450	A	A	K			A		E PRAXIS	E	A
NTN 230								E PRAXIS		
PHE 205	A		K					E PRAXIS	E	
PHE 206	A		K		E	A		E PRAXIS	E	A
PHE 306	E	E	E	E	E		(PA)	E PRAXIS	E	
PHE 405								E PRAXIS		
K – Knowledge, A – Application, E – Evaluation PA = Portfolio Artifact										

#### D. Kentucky Core Academic Standards

All teacher certification candidates in the Murray State University education program become familiar with the Kentucky Core Academic Standards (KCAS) in EDU 103 *Issues and Practices of American Education*. This course is designed to provide students with an overview of the field of education. The instructor of this course introduces the KCAS to raise candidates' initial awareness of KCAS as a framework for standards-based instruction. In EDU 303 *Strategies of Teaching*, the instructor spends several class sessions acquainting candidates with the KCAS. In this course, candidates develop an instructional unit which includes a sequence of lesson plans

based on a particular topic or theme. All unit lesson plans, instructional, activities, and assessments must be aligned to the KCAS standards in the appropriate content area. Additionally, candidates take EDU 405 *Evaluation and Measurement in Education*. Candidates develop proficiency in designing standards-based assessment instruments and interpreting the results to inform future instruction. This course's key assessment provides an introduction to the Teacher Performance Assessment (TPA) candidates complete during their student teaching experience.

In the Health and Physical education program, candidates apply what they have learned about designing KCAS standards-based instruction and assessment instruments during the field and practicum experiences associated with these professional education methods courses.

<b>Course</b>	<b>KCAS Content Area</b>	<b>Activity</b>
PHE 330	Science Language Arts	Vocabulary of movement and skills, movement and physical activity
PHE 400	Language Arts	Writing assignments
PHE 459	Reading, Writing	Unit plans
HPE 360	Language Arts	Sex education vocabulary activities
HPE 370	Language Arts, Math Concepts	Drug education vocabulary activities
HPE 450	Language Arts	Health education vocabulary activities

During the student teaching semester, candidates complete TPAs which demonstrate their proficiency in designing, implementing, and reflecting upon KCAS-aligned instructional units, lessons, and assessment instruments. They draft a KCAS standards-based instructional unit. Candidates use the results from a pre-assessment to modify the unit by differentiating instruction to address students' academic needs. They teach and reflect upon a series of lessons before administering the post-assessment. Candidates analyze post-assessment data to discern student growth, continuing academic needs, and achievement gaps to inform future instruction.

#### **E. Program Faculty**

<b>Name</b>	<b>Highest Degree, Field, &amp; University</b>	<b>Assignment: Indicate the role(s) of the faculty member</b>	<b>Faculty Rank</b>	<b>Scholarship Leadership in Professional Associations, and Service List up to 3 major</b>	<b>Status (FT/PT to institution, unit, and program)</b>
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				<b>contributions in the past 3 years</b>	
Epperson, Alison	Ph.D. Health Education, Southern Illinois University	Teach HPE 175, HPE 450, HPE 360, HPE 370, PHE 200, PHE 205, PHE 405, PHE 330 Program Coordinator	Assistant Professor	Two International presentations (2014) Two National presentations (2014 & 2015) Regional presentation (2014)	Full-time to institution, Full-time to unit, Full-time to program
DeBella, Joe	Ph.D. Health & PE, Texas A&M University	Teach HPE 175, 409, 450, PHE 205, PHE 206, PHE 304, PHE 306, PHE 310, PHE 314 PHE 400	Tenured Associate Professor	Review Board of ARCAA Review Board of ARRPA State presentation (2014) Regional presentation (2015)	Full-time to institution, Full-time to unit, Full-time to program
Sims, Raymond	MA HPE Eastern Kentucky University	Teach H&PE courses; minority student recruiter	Lecturer		Full-time to institution, Part-time to unit, Part-time to program

**F. Curriculum Contracts/Guidesheets:**

Program coordinators ensure current guidesheets are available for advisors and students. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/advsheet/>.

Revised Fall 2015

**Murray State University  
Department of Adolescent, Career & Special Education  
BS - Area in Health and Physical Education - Grades P-12 Certification  
2015-2016 MSU Bulletin**

Student: \_\_\_\_\_ M# \_\_\_\_\_ Advisor: \_\_\_\_\_

**UNIVERSITY STUDIES FOR B.S. DEGREE (38-42 hours)**

**Oral and Written Communication (7hours)**

ENG 105 Critical Reading, Writing, and Inquiry	4	_____	<b>Hours</b>
COM 161 Introduction to Public Speaking (Grade of "B" or better)	3	_____	

**Scientific Inquiry, Methodologies, and Quantitative Skills (10-14 hours)**

BIO 101 Biological Concepts	4	_____
One Math Course (Grade of "B" or better)	3-5	_____
_____ (physical science recommended)	3-5	_____

**World's Historical, Literary, and Philosophical Traditions (6 hours)**

HUM 211 The Western Humanities Tradition	3	_____
CIV 20__ World Civilizations and Cultures I or II (choose either CIV 201 or CIV 202)	3	_____

**Global Awareness, Cultural Diversity, and the World's Artistic Traditions (3 hours)**

_____	3	_____
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**Social and Self-Awareness and Responsible Citizenship (6 hours)**

EDU 103 Issues and Practices of American Education (Grade of "B" or better)	3	_____
_____ (from Ethics, Soc. Resp. & Civic Category)	3	_____

**University Studies Electives (6 hours)**

EDP 260 Psychology of Human Development	3	_____
_____	3	_____

**PROFESSIONAL EDUCATION COURSES (36 HOURS) (GPA of 2.75 or > required)**

EDU 100T Transitions	1	_____
CSC 199 Introduction to Information Technology (Grade of "C" or better)	3	_____
<b>Technology intensive course</b>		
EDU 303 Strategies of Teaching	3	_____
EDU 403 Structures & Foundations of Education (Take 1-2 semesters before st.)	2	_____
EDU 405 Evaluation and Measurement in Education (Take 2 sem before st with SEC 420)	3	_____
SEC 420 Practicum in Secondary Schools (Pre-req-EDU 303; take 2 sem before st.)	3	_____
SED 300 Educating Students with Disabilities	3	_____
SEC 421 Student Teaching in the Secondary School- <b>Writing Intensive Course</b>	7	_____
ELE 421 Student Teaching in the Elementary School- <b>Writing Intensive Course</b>	7	_____
<b>(Student must attend special meeting one year in advance)</b>		
SEC 422 Extended Practicum (Take 1 sem. before student teaching)	4	_____

**HEALTH AND PHYSICAL EDUCATION AREA (46 HOURS) (GPA of 2.75 or > required)**

**NOTE: Courses are listed in the approximate order in which they should be taken**

HPE 175 Foundations of Health & Physical Education (Fall and Spring)	3	_____
PHE 200 Health Implications for HPE Professionals (Fall only)	3	_____

PHE 205	Lifetime Activities ( <b>Spring only</b> )	3	_____
PHE 206	Team Sports ( <b>Fall only</b> )	3	_____
PHE 306	Dance & Gymnastics ( <b>Spring only</b> )	3	_____
PHE 330	Movement Concepts and Skill Themes ( <b>Fall only</b> )	3	_____
NTN 230	Nutrition ( <b>2 sections in fall, 1, sometime 2 in spring, sometimes summer</b> )	3	_____
HPE 450	Teaching Strategies in Health Education ( <b>Fall only</b> )	3	_____
HPE 360	Teaching Strategies in Sex Education ( <b>Spring night class</b> )	3	_____
HPE 370	Teaching Substance Abuse Edu. ( <b>Fall only</b> )	3	_____
EXS 385	Sport & Exercise Psychology ( <b>Spring always, sometimes fall</b> ) (or EXS 540)	3	_____
PHE 375	Movement Analysis for Physical Educators ( <b>Spring only</b> )	4	_____
PHE 400	Teach. Phy. Ed. in the Elem. Sch. ( <b>Spring only</b> )	3	_____
PHE 459	Teaching Adolescent Physical Education ( <b>Fall only</b> )	3	_____
PHE 405	Physiology of Exercise & Fitness ( <b>Fall only</b> )	3	_____

**Total semester hours required for graduation: 120-125**

**PRAXIS TEST:**

Health and Physical Education School teacher applicants will take one Health and two Physical education content tests based on the applicant's specialization areas. The following scores on the Specialty Exams are required to be eligible for a teaching certificate:

Health and Physical Education: Content Knowledge-5857 (160 Passing Score), Physical Education: Content and Design.-5095 (169 Passing Score)

Principles of Learning and Teaching (Elementary) 5622, or (Middle Grades) 5623, or (Secondary) 5624 – Passing Score of 160

Teacher certification requirements are subject to change. Before registering for the test(s), please refer to the Education Professional Standards Board (EPSB) website at [www.epsb.ky.gov](http://www.epsb.ky.gov) for current requirements or contact the Division of Professional Learning and Assessment at 502-564-4606 or 888-598-7667.

**GRADE POINT AVERAGE REQUIREMENTS:**

Grade point averages are reviewed during three checkpoints: admission to teacher education (see Requirements for Admission to Teacher Education), admission to student teaching (requires a 2.75 average overall; a 2.75 average in content area; a 2.75 average in professional education) and at the time of completion/graduation (2.75 overall).

**IMPORTANT: Upon completion of 60 undergraduate credit hours (junior status), students enrolled or desiring enrollment in education coursework beyond 12 hours credit MUST be admitted to the Teacher Education Program. Students must be admitted to Teacher Education prior to enrollment in upper level teacher education courses.**

**REQUIREMENTS FOR ADMISSION TO TEACHER EDUCATION AND STUDENT TEACHING  
AT MURRAY STATE UNIVERSITY Rev. (9/2015)**

*Teacher Education*

To be admitted to teacher education, students must:

1. Attend an admission to teacher education orientation.
2. Earn passing scores on the Core Academic Skills for Educators (CASE) test with these subject scores – Reading 156, Writing 162, and Mathematics 150. Request

ETS to send scores to Teacher Education Services electronically by using this code, R1494. If any of the PPST subject areas were passed prior to September 1, 2014, use these PPST scores - Reading 176, Writing 174, and Math 174.

GRE (Graduate Records Exam) scores may be used for Graduate Students only with a minimum passing score of 150 in verbal, 143 in quantitative, and 4.0 in analytical writing.

3. Earn an overall undergraduate GPA of  $\geq 2.75$  on a 4.0 scale at the point of admission. This 2.75 minimum GPA remains a requirement throughout the teacher certification program.
4. Complete a minimum of 24 credit hours with a GPA  $\geq 2.75$  to include the following coursework:
  - (1) ENG 101, 102, 104 or 105 with a “B” or higher
  - (2) MAT 117 (or higher level math) with a “B” or higher
  - (3) COM 161 or HON 165 with a “B” or higher
  - (4) EDU 103 with a “B” or higher (or AED 380 or EDU 104 or CTE 200 or MSU 123 or ELE 605 [graduate students]).
5. Participate in the admission to teacher education interview and receive their academic advisor’s recommendation to continue the program.
6. Review the Professional Code of Ethics for Kentucky School Personnel. Sign the **Declaration of Eligibility** (pink sheet) affirming a commitment to uphold the code and acknowledging awareness of information required for state certification. If answers given on the Declaration of Eligibility change during the time of participation in the teacher education program, the Director of Teacher Education Services must be notified immediately.

These requirements must be documented in *Recruiter*. CASE or GRE scores must be sent to MSU (R1494) via ETS. Admission will only be granted following a successful review by Teacher Education Services.

NOTE: Students who have not been admitted to Teacher Education will not be eligible to enroll in upper level courses that specify admission to teacher education as a prerequisite.
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## **Student Teaching**

To be admitted to student teaching, students must have

- 1) **been granted admission to Teacher Education;**

- 2) filed a **formal application in Teacher Education Services** two semesters prior to the term in which student teaching is desired (Applications are distributed at scheduled student teaching orientations only.);
- 3) **earned and maintained GPA  $\geq 2.75$  in major/areas, professional education, and overall;**
- 4) **demonstrated teaching ability** in field and clinical situations;
- 5) **documented completion of 200 or more field hours and components (beginning 9/1/2013);**
- 6) senior, post-bac, or graduate status and have **completed all major courses and specialty areas;**
- 7) **been admitted to Teacher Education;**
- 8) **completed all required professional teacher education courses** (EDU 103, EDP 260, EDU 303, SED 300 and EDU 403, etc. – see specific requirements by major or area) **with a GPA  $\geq 2.75$  GPA;**
- 9) filed a **valid and current medical examination**, which includes a TB risk assessment (to begin student teaching within six months of exam);
- 10) obtained a **criminal records background check;** and
- 11) supplied TES with **any other required information (transcripts, course substitution forms, etc.).**

#### **General Requirements for Kentucky Certification**

Graduates who wish to be recommended by MSU for an initial Kentucky teaching certificate must have

- 1) successfully completed an approved teacher education program including student teaching;
- 2) filed an application for certification (CA-1) with Teacher Education Services at MSU;
- 3) obtained at least minimal scores required on PRAXIS specialty area tests and the appropriate Principles of Learning and Teaching Test (PLT);
- 4) completed all applicable **computer literacy and applications** requirements;
- 5) earned a bachelor's degree;
- 6) mailed a copy of criminal record check to EPSB; and
- 7) sent official transcript to EPSB.

In addition, in Kentucky, full certification requires the completion of the Kentucky Teacher Internship Program. To be recommended for certification in other states, all Kentucky requirements must be met.

**NOTE: Requirements for teacher certification are established by the Kentucky Education Professional Standards Board (KEPSB). Students are cautioned that changes in these requirements may occur after publication of the current Murray State University *Bulletin*. For the most current information, students should check with an advisor in one of the departments in the College of Education.**

Student \_\_\_\_\_

Advisor \_\_\_\_\_

Date \_\_\_\_\_

Date \_\_\_\_\_

### **G. Syllabi**

Common course syllabi, posted on the unit's intranet site, ensure all course instructors provide a consistent, quality delivery of each education course. These may be accessed at <http://coekate.murraystate.edu/coecms/ncate/manager/syllabi/>.

## **CORE EDUCATION COURSES**

**EDU 103**

**EDU 303**

**EDU 403**

**EDU 405**

**EDP 260**

**SEC 420**

**SEC 422**

## **HEALTH AND PHYSICAL EDUCATION METHODS COURSES**

**HPE 360, HPE 370, HPE 450, PHE 459, PHE 400**

## **HEALTH AND PHYSICAL EDUCATION CONTENT COURSES**

**PHE 330, PHE 375, PHE 405**